

18 December 2014		ITEM 7
Corporate Parenting Committee		
Education Results for Looked After Children		
Report of: Keeley Pullen, Head of the Virtual School for Looked After Children		
Wards and communities affected: All	Key Decision: Non key	
Accountable Head of Service: Andrew Carter Head of Service, Care and Targeted Outcomes		
Accountable Director: Carmel Littleton, Director of Children's Services		
This report is public.		

EXECUTIVE SUMMARY

This report outlines educational outcomes for Thurrock Looked After Children in 2013/14 and an analysis of the results.

1. RECOMMENDATIONS:

- 1.1 The members of the Corporate Parenting Committee are asked to note the educational outcomes for LAC in Key Stage 2 and 4 in 2013/14 and the measures in place for 2015/16 to further support the education of LAC.**

2. INTRODUCTION AND BACKGROUND:

- 2.1** Department for Education figures published last year [March 2013] showed only 16% of looked-after children achieved five GCSEs at grades A* to C including Mathematics and English, compared with 58% nationally.
- 2.2** The virtual schools system works by providing additional educational support to children, foster carers and schools. The Virtual School Team consists of one full-time head of school who has been in post since June 2014. There is one support worker who works four days per week. A post 16+ worker is commissioned for 2.5 days per week.

3. ISSUES, OPTIONS AND ANALYSIS OF OPTIONS:

2013/14 Results – End of Key Stages 2 and 4

3.1 End of Key Stage 2 Results

Key Stage 2

Children in Key Stage 2 are aged 7-11 and are in year 3, 4, 5 and 6. Key Stage Two tests are taken at the end of year 6 before children leave to join a secondary school.

Table 1 [Historical and Current Data Comparisons – figures compiled from previous reports and new data for 13/14]

Table 1 [Key Stage 2 Data]

ENGLISH	2010/11	2011/12	2012/13	2013/14
Cohort numbers	7	9	10	17
No. Thurrock LAC achieved Key Stage 2 Level 4+ English	5	5	7	11
% Thurrock LAC achieved Key Stage 2 Level 4+ English	71.4%	55%	70%	59%
% Thurrock LAC achieved Key Stage 2 Level 4+ Reading	X	X	90%	59%
% Thurrock LAC achieved Key Stage 2 Level 4+ writing	X	X	70%	59%
% all Thurrock children who achieved Key Stage 2 Level 4+ in reading	X	85%	84%	87%
% all Thurrock children who achieved Key Stage 2 Level 4+ in writing		78%	82%	85%
National Data LAC at Key Stage 2 Level 4+ English	53%	X	63%	X
Eastern Regional LAC Data at Level 4+ English			59% R 46% W	X
MATHS	2010/11	2011/12	2012/13	2013/14
No. Thurrock LAC achieved Key Stage 2 Level 4+ Maths	5	5	8	11
% Thurrock LAC achieved Key Stage 2 Level 4+ Maths	71.4%	55%	80%	59%
% all Thurrock children who achieved Key Stage 2 Level 4+ Maths	X	82.9%	83%	85%
National Data LAC Key Stage 2 Level 4+ Maths	52%	X	59%	X
Eastern Regional LAC Data at Level 4+ Maths			52%	X

Level 4

This is the target level of attainment expected for a pupil at the end of Key Stage 2.

Analysis and Results and Cohort

3.1.1 Key Stage 2 Level 4+ - Description of Indicator

The above table shows the number of looked after children [LAC] who have been in care for at least one year who were in year 6 (Key Stage 2) in 2013/14.

Analysis of Results and Cohort [based upon Level 4C+ attainment]

When making judgements it is worthy to note that the cohort of pupils analysed is small [although this has increased from the previous year] and therefore the % worth of each child increases.

Contextual Information for this Cohort

5 pupils were working below the level of the tests all with a statement of educational need this equals 29% of the cohort. There is a mix of residential, special and mainstream school attendance for these pupils. These pupils did not sit the tests and were assessed as below level 2. 1 additional pupil had a statement but was able to sit the tests. Overall there was 59% of this cohort with SEN – inclusive of the 29% with statements.

2014 Thurrock - Reading – 59% achieved Level 4+ and 23% achieved Level 5.

In 2013 the national figure for Level 4 in reading for CLA was 63%. Figures for the Eastern Region were 59%. Thurrock performed below the National and in line with Regional figures.

[If 5 pupils who were not eligible to sit the tests were removed from the overall figure the rates for L4+ in Reading would be 83%]

2014 Thurrock - Writing – 59% achieved Level 4+ and 12% achieved Level 5.

In 2013 the national figure for Level 4 in writing for CLA was 55%. Figures for the Eastern Region were 46%. Thurrock performed above the National figure and significantly above the Regional figure.

[If 5 pupils who were not eligible to sit the tests were removed from the overall figure the rates for L4+ in Writing would be 83%]

2014 Thurrock - Maths – 59% achieved Level 4+ and 6% achieved Level 5.

In 2013 the national figure for Level 4 in Maths for CLA was 59%. Figures for the Eastern Region were 52%. Thurrock performed in line with the National and above the Regional figures.

[If 5 pupils who were not eligible to sit the tests were removed from the overall figure the rates for L4+ in Maths would be 83%]

2014 Thurrock – Combined - 53% of the cohort achieved a combination of Reading, Writing and Maths at Level 4 +. There is no comparative CLA national data or CLA regional data available for a comparison. Thurrock data for this indicator is 77% for 13/14. If pupils with statements who were not eligible to take the tests were removed from this analysis 83% of the cohort attained Level 4+ in Reading, Writing and Maths combined.

- The national expectation is that pupils must reach at least the expected level of progress which is two levels. Two levels progress from Key Stage 1 Attainment to Key Stage 2 were as follows.
- Reading 73% of the cohort.
- Writing 73% of the cohort.
- Maths 73% of the cohort.
- The national floor target for this is 65% and LAC pupils in Thurrock have exceeded this target.

3.2 End of Key Stage 4 Results

[Table 2] Key Stage 4

Children complete Key Stage 4 in year 11 at the end of their secondary schooling. They are 15/16 years of age at this point.

Thurrock LAC GCSE 2010/11		Thurrock LAC GCSE 2011/12		Thurrock LAC GCSE 2012/13		Thurrock LAC GCSE 2013/14	National Data LAC 2012/13
Cohort	24	Cohort	22	20 18 pupils with results	23	7 did not take GCSE exams	
GCSE 5 A* – C (inc. E and M)	44%	GCSE 5 A* – C (inc. Eng. and Maths)	5%	5%	1	4%	15%
GCSE 5 A* - C	X	GCSE 5 A* - C	32%	30%	1	4%	37%
GCSE 5 A* - G	X	GCSE 5 A* - G	55%	No figure	8	34%	No figure
Special school or Residential care	5	Special school / Residential care	9	6 pupils 30%	7	30%	X
UAS	3	UAS	5	20%	7	30%	X
Attended local schools	15	Attended local schools	7	9 pupils 45%	7	30%	X

5A* - C GCSEs (or equivalent) including English and Mathematics

This is the target level of attainment for a pupil at the end of Key Stage 4. From April 2009 local authorities report on the percentage of looked after children achieving 5 A*-C at GCSE (or equivalent) including English and mathematics.

5 A* - C or equivalent (including English and Maths) LAC - Description of Indicator

The number of looked after children who were in care for at least one year who were in year 11 and achieved the equivalent of at least 5 A*-C GCSEs, including English and mathematics (or equivalent) as a percentage of the total number of looked after children who were in care for at least one year who were in Year 11.

Analysis of GCSE Results and Cohort 2013/14

Contextual Information

- The eligible cohort size was 23 pupils,

- 61% of these were male.
- 30% of these Year 11 pupils did not take GCSE exams, each pupil has a specific reason as to why
- 30% were UAS – all of these were male.
- 30% attended a special school, PRU or specialist residential care
- 43% of the cohort had SEN with 22% having a statement.

Analysis

- Whilst the percentage of LAC nationally who achieved 5 A* - C GCSEs (or equivalent) including Maths and English in 2012/13 was 15%, the percentage of Thurrock LAC who achieved 5 A* - C GCSEs (or equivalent) including Maths and English in 2013/14 was 4%. This is a declining trend with Thurrock LAC from the previous year. These 4% attended Thurrock schools.
- The performance of 13/14 reflects:
 - The number of LAC who attended special school or residential care in 2013/14 – 30% of this cohort attended a Special School, PRU or specialist residential care unit with an educational facility.
 - There is an increasing trend with the number of LAC who are Unaccompanied Asylum Seekers (UAS) in 2013/14 – 30% are UAS which is an increase of 10% from the previous year. 28% of these pupils could not take any exams and 28% of those who took exams could only take maths and English GCSE.
 - The number of LAC who attended local Thurrock schools in 2013/14 was 30%. This figure is consistent with the previous years' figure which reflects the needs of this particular cohort and their placements.
 - 33% of the cohort achieved grades A-G in 5 or more GCSE's.
 - 13% achieved Grade C+ in English
 - 10% achieved Grade C+ in Maths
 - 9% achieved Grade C+ in both English and Maths but did not necessarily get 5 A-Cs including English and Maths
- 91% of Thurrock LAC who completed Year 11 last year are now attending college or some educational facility.
- This figure has increased from last year's reported figure of 61%. The Virtual School continues to commission the services of a Post 16 Support Worker to Support LAC pupils for 2.5 days per week. Her permanent place of work, when not commissioned by Virtual Schools, is with the Diversity and Apprenticeships Team. The Post 16 Support Worker is involved with all pupils post 16 who are NEET to find them college or apprenticeship placements in order to reduce the figure of LAC pupils potentially at risk of permanently being NEET. She also provides tuition for those pupils who have not achieved their required grades. All post 16 students are support by this worker at various levels. She also tracks their progress whilst in college.
- One key change for the Virtual School is supporting UAS pupils as this figure is rising annually. Some of these pupils have very specific speech and language requirements and so the Virtual Schools team is

working with Social Care and tuition services in order to support pupils in obtaining a college place once their English is of a standard to be accepted for a college place. This Year the Virtual school team are providing tuition to 7 pupils on a weekly basis to prepare them for enrolment onto an ESOL college course.

Planned interventions as a result of data for 13/14 Year 11 Cohort:

- Schools are to provide a breakdown as to why pupils did not achieve.
- Pupils being tracked for post-GCSE education.
- Profile of every pupil put together to highlight what course and qualifications were achieved.
- Post 16 PEPs are being completed for every Year 12 student.
- Support provided to assist with extending qualifications.

Planned interventions as a result of data for 14/15 Year 11 Cohort:

- Virtual school team member visiting every Year 11 pupil's school in Autumn term 14.
- PEP meetings held for every Year 11 in Autumn term.
- Programme of support in place for every Year 11 through use of the Pupil Premium Plus.
- LAC Accountability meeting for every in borough school LAC Year 11 in October 2014.
- LAC Surgeries for every Social Worker with Year 11 pupil in October 2014.
- Post-16 support worker supporting pupils into Year 12.

Planned interventions as a result of data for 14/15 Year 10 Cohort:

- Virtual school team member visiting every Year 10 pupil's school in Autumn term 14.
- PEP meetings held for every Year 10 in Autumn term 14.
- Programme of support in place for every Year 10 through use of the Pupil Premium.
- LAC Accountability meeting for every in borough school LAC Year 10 in November 2014.
- LAC Surgeries for every Social Worker with Year 10 pupil in November 2014.

4. REASONS FOR RECOMMENDATION:

- 4.1 This information is required to update members in their role as Corporate Parents.
- 4.2 Virtual School is requesting that the budget is maintained for the following 2 years in order to enable further improvements to be made with the possibility of expanding the team to reflect the increasing number of CLA who are eligible for tracking.

5. CONSULTATION (including Overview and Scrutiny, if applicable)

5.1 Not Applicable.

6. IMPACT ON CORPORATE POLICIES, PRIORITIES, PERFORMANCE AND COMMUNITY IMPACT

There are several Key School Priorities which the Virtual School is currently addressing in the academic year 2014/2015:

- Ensuring that E-PEP system which can be accessed by all professionals and the children involved in the PEP process. The impact of this will be: more involvement from schools, foster carers, the pupil voice, social and the virtual schools team to ensure that the best provision is in place for the child/young person.
- Each cohort of pupils in the virtual school to have a cohesive and rigorous method for collection of data to incorporate attainment, progress information to ensure that educational provision and aspiring targets are matched to individual need. This is linked with the use of Pupil Premium Plus money and the impact on pupil attainment. The impact of this will be: for Looked After Children to make at least expected progress relative to starting points in all Key Stages and to ensure that provision is made for those who are not reaching this target.
- The role of the corporate parent is enhanced through greater challenge to schools and colleges to ensure that they are providing the best possible education for these pupils.
- Introduction of method for allocating Pupil Premium Plus money. Levels of accountability are enhanced through careful tracking and monitoring of funding given to schools through the Pupil Premium Plus. The impact of this will be to raise pupil attainment through the appropriation of funds to support their learning which will be measured using attainment data and qualitative data. This approach will also meet with the application of a best value approach to spending.

7. IMPLICATIONS

7.1 Financial

Implications verified by: **Kay Goodacre**
Finance Officer

There are no specific financial implications arising from this report

7.2 Legal

Implications verified by: **Chris Pickering**
Solicitor

There are no specific legal implications arising from this report

7.3 **Diversity and Equality**

Implications verified by: **Rebecca Price**
Diversity Officer

Children who are looked after by the local authority are among the most disadvantaged. Educational achievement and progress is one of the ways in which the cycle of disadvantage might be broken.

The purpose of the service that supports education of Looked After Children (LAC) is to help to secure access to, and maximise progress in, their educational career.

LAC nationally significantly underachieve and whilst LAC children in Thurrock generally tend to outperform their LAC in other local authority areas, there is much still to do to raise standards of achievement and progress. Local authorities will have a firmer statutory role with the passage of the Children and Families Bill 2013 which is associated with greater levels of resource for LAC through the pupil premium. Councils will need to demonstrate greater levels of effectiveness in tracking the progress of looked after children and working with schools and carers to achieve rapid progress.

7.4 **Other implications (where significant) – i.e. Section 17, Risk Assessment, Health Impact Assessment, Sustainability, IT, Environmental**

None

BACKGROUND PAPERS USED IN PREPARING THIS REPORT (include their location and identify whether any are exempt or protected by copyright):

DfE: Outcomes for children looked by local authorities in England, as of 31st March 2013.

DfE: Last Amended 2nd April 2014

Pupil Premium Conditions of Grant DFE March 2014

APPENDICES TO THIS REPORT:

- None

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